AC School Improvement Plan Template Instructions

plate Version 4.2
e of Version 2/23/15

TRUCTIONS: **Please follow the steps below.**

rall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left off each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

s to set-up the file

1 Rename the file **RACREGION#_CDS_School Name.xls.** Example **RAC4_000000001_NJElementary.xls**

s to input the information

2 Go to sheet "Title." Select the school from the drop down menu.

3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.

4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.

5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.

6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:

. What does this metric tell you?	. What questions arise from these data?
. What other forms of data would you like to review?	. What is the impact on achievement?
. What trends emerge?	

7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.

8 Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

9 Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

1 Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

2 Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

ew output and check quality of information

Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.

Go to sheet "Confirmation." Follow the instructions on the sheet.

Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.

Review pages and correct any sheet as necessary.

Submit file to RAC staff.

Modifying Cells to Display Text/Adjusting Row Height

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select
"Autofit Row Height." The full text for the selected cell should then be visible.

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uestions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.

Regional **ACHIEVEMENT CENTERS**

Collaboration
Coaching
Coherence

School:	`2` **Thomas G Connors**
Region:	3
County:	Hudson
District:	Hoboken City
CDS:	172210065
RAC Classification:	Focus
Rationale:	Lowest Subgroup Performance: *Special Ed, Black*

chool Improvement Plan Committee Members

chool improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

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ect committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, ents/guardians, as well as RAC staff
lease Note:
dentify the stakeholders who participated in the needs assessment and/or development of the plan.
ignatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

sition	Name	Email	Phone Number	Quality School Review (QSR) / Needs Assessment	Development of SMART Goals & Intervention Strategies	Signature	Date
ncipal	Gerald Fitzhugh, II	gfitzhugh@hoboken.k12.nj.us	201-356-3681	X	X	On File	
th Coach	Howard McKenzie	howard.mckenzie@hoboken.k12.njus	201-356-3687	X	X	On File	
ding Coach	Rosanna Lucignano	rosanna.lucignano@hoboken.k12.nj.us	201-356-3679	X	X	On File	
mer Vice ncipal	Martin Shannon	martin.shannon@hoboken.k12.nj.us	201-356-3665		X	On File	
naround ach	Dr. Josephine McDowell	josephinemcdowell@doe.state.nj.us	973-356-9667	X	X	On File	
istant perintendent	Dr. Miguel Hernandez	miguel.hernandez@hoboken.k12.nj.us	201-356-3604	X	X	On File	
nate& Culture	Carlos Rodriguez	carlosrodriquez@doe.state.nj.us		X		On File	
ent	Lourdes Gonzalez	chance2003chance@gmail.com	201-927-5990	X	X	On File	

Please insert an "X" to indicate participation in:

QSR and Intervention Strategy Development Process

School improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

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t the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

ate	Topic	Attendees	Agenda on File	Minutes on File
2/9/2015	SIP Review with Stakeholders	Entire School Community	Yes	Yes
2/20/2015	Where are we now?	PLC TLC	Yes	Yes
2/20/2015	Reviewing of the Intervention S	PLC TLC	Yes	Yes
3/10/2015	SIP Review with Stakeholders	Parents at PTO Meeting	Yes	yes
3/10/2015	Reviewing of the Intervention S	Entire School Community	yes	yes
3/13/2015	Preparing for the Cycle Review	PLC TLC	Yes	Yes
3/17/2015	SIP Review with Stakeholders	PLC TLC	Yes	Yes
3/17/2015	Reviewing of the Intervention S	Entire School Community	yes	Yes
3/27/2015	Reviewing Smart Goals and Cor	PLC TLC	Yes	Yes
3/27/2015	Needs Assessment	PLC TLC	Yes	Yes
4/1/2015	Development of QSR	Entire School Community	Yes	Yes
4/1/2015	Development of QSR	Entire School Community	Yes	Yes
3/30/2015	Cycle Review Preparation	PLC TLC	Yes	Yes
4/2/2015	Development Root Causes and	PLC TLC	Yes	Yes
4/13/2015	Development Root Causes and	PLC TLC	Yes	Yes

Quality School Review Details

5 **Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.**

Use the link below to access the QSR rubric from the DOE website:
http://www.state.nj.us/education/rac/pres/QSRRubric.pdf

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.
Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	3 - Proficient	• The principal has clearly created a vision that is focused on student achievement. This vision is integrated into every aspect of the school community, and the principal embraces every opportunity to articulate the vision and mission to staff, students, parents, members of the community, and the district as a whole. • All actions are aligned with the furtherance of this vision and throughout the year, staff has come to believe that improvement in student outcome is not only a mission, but one that is achievable. • The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. • The principal walkthroughs provide data indicating teachers are using engaging instructional materials and resources aligned to the CCSS	• There is a basic calendar of teacher collaboration time. • The principal expects high quality teaching in every classroom and conducts frequent formal and informal observations and administrative walk-through (three to four times per week). Email correspondence to staff about findings sent immediately and thus conferences with teachers given within 24-48 hours.
	1.2	3 - Proficient		
	1.3	2 - Developing		
	1.4	3 - Proficient		
	1.5	3 - Proficient		
	1.6	3 - Proficient		
	1.7	3 - Proficient		
	1.8	2 - Developing		
	1.9	3 - Proficient		
	1.10	3 - Proficient		
2- School Climate & Culture	2.1	2 - Developing	• The PBSIS initiative continues to foster the school leadership's objective on ensuring a safe and orderly environment with a clear and consistent system of rewards and consequences. All classrooms re monitored with targeted feedback. • School culture is also supported by high expectations for learning that is supported by daily walkthroughs with feedback provided to foster reflection. Note: Suspension Rate is consistently below 5% (school-wide) as well as in sub-groups (SWD and African-American Males and Females.)	The building is safe and clean but the suspension rate for African American Students and Students with Disabilities rose higher than 3% per cycle review analysis. The students with disabilities as well as African-American males and females are the focus for indicator 2.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	3 - Proficient	• Fall walkthroughdata supports that 64% of classrooms had student learning objectives posted and contained all three parts (condition, behavior and measurement). In addition, they are written in student friendly language so students clearly understand the expected demonstration of learning for the lesson. Students are able to convey the learning objective and why the skills and concepts are relevant to the lesson. • Principal verifies content knowledge through informal and formal observations. • Data is utilized at staff meetings and common planning meetings to identify strategies for enhanced delivery of instruction. In addition, the school leadership uses this data to identify professional development needs for individual teachers, as well as the building as a whole. Progressive writing and math walls are updated on a bi-monthly basis, and samples of student work for each student and	• From the walk through trends calculated in SY 14-15, it was evident that for the upcoming school year it is necessary to increase the utilization of multiple response strategies to foster high levels of consistent student engagement for SY 14-15 as well as the initiation of student choice. Multiple measures in September 2013, only 56% of teachers were utilizing multiple measures. As of March, 2015, 75% of teachers are using multiple measures. We are in need of 100% of teachers using multiple measures on a daily basis • Walkthrough data gathered during checks for understanding was not always used to modify instruction and provide additional resources/materials to assist students with acquiring the content.
	3.2	3 - Proficient		
	3.3	2 - Developing		
	3.4	2 - Developing		
	3.5	2 - Developing		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	• Each teacher is aware of and has easy access to the students learning objectives and sequence of the curriculum. • Data from lesson plans and weekly observations indicates that all teachers are teaching lessons aligned to the CCSS with some variability on pacing. • Teachers are consistently implementing district provided formative assessments in /Math across all grade levels linked to the CCSS. • The school budget and expenditures ensure resources are available and aligned to school priorities.	Some time modifications are made to meet the needs of students two or more years behind. NJASK data indicates a 25-30% gap betweeen two lowest performing subgroups.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	3 - Proficient		
	4.5	2 - Developing		

Quality School Review Details

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Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	3 - Proficient	• The school leadership is proactive in identifying staffing needs, and clearly sets selection criteria. Staffing assignments are based upon teacher skills, competencies and outcome related to student achievement. 15 new staff were interviewed and three new staff were hired in 2014-2015. • The school leadership conducts evaluations within the prescribed timelines, and provides both areas of strength and areas for growth. Over all observations realed thag In classrooms visited, most questions continue to be at the low-mid levels of Bloom's Taxonomy; Some teachers did not students invite to explain their thinking or provide opportunities for reflection and closure on the lessons . Instructional supports such as coaching and demonstration lessons are utilized and based on student data, classroom observations and walkthroughs. • Professional development is designed and linked to teacher school wide goals.er observations, formative assessment results.	There is a clear professional development calendar and topics are aligned to school goals as identified in the School Improvement plan, as well as district goals, and areas which become apparent upon observation, reflection and data analysis.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	3 - Proficient		
	5.5	2 - Developing		
6 - Enabling the Effective Use of Data	6.1	2 - Developing	Data review protocols are used during teacher collaboration, led by teachers, coaches, as well as school and district administrators. As a result of teacher and principal analysis of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs; this is facilitated by school and /or district leadership. Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.	• The school is data-rich and multiple forms of data are analyzed, displayed and used to guide instruction, and to foster a positive school culture and climate based on high expectations for student achievement, as well as student self-regulation. • Climate and culture surveys are given to students, families and teachers and the results are analyzed to develop plans for continuous improvement. School met tareted benchmarks of 95% for staff and students during the fall and spring and 25% participation for parents.
	6.2	3 - Proficient		
	6.3	2 - Developing		
7- Effective Use of Time	7.1	3 - Proficient	• The master schedule maximized instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school; rather teachers receive their schedules the first week of June. Instructional time is protected with few interruptions and transition times are extremely orderly and efficient. • The master schedule has sufficient flexibility to allow interventions. A targeted summer program is being proposed for Summer 2015 to supply continued intervention to students in grades 3-6 who are at least 2 years below grade level. • Teachers have, planning time for grade/content meetings as well as vertical collaboration.	* An intervention program for students struggling to be put in place September 2015. Reviewing of data and creation of curriculum must be established (identification of low performing students to be a part of this program.)
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	• Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards, and other means. • Parent Teacher conferences are conducted 4 times per year and progress reports are sent out 4x's per year. • Parents are attending family field trips (All trips are sold out within days of implementation thanks to our Twitter and FaceBook Campaigns well as announcements via Black Board Connect (sent by the building principal). In addition, individual staff members reach out to parents/guardians to engage them in the academic progress of their student. In fact, the principal/social worker has gone to students' homes if a parent is unable or unwilling to come to the school for a conference or a conversation.	*Although we have maintained our targeted benchmark of 25%; the goal is to raise this number to 35%. There is a need for parents/community partners to become a larger/global part of the school infrastructure. This will assist with the chronic absenteeism rates as evident on the 2014 NJ School Performance Report.
	8.2	3 - Proficient		

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: . What does this metric tell you?   . What other forms of data would you like to review?

What questions arise from these data?   . What trends emerge?   . What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	ELA: School Wide Data Target for SY 13-14 was 46.5 (We met the benchmark) and in Mathematics the school wide data target was 59.3 (We met the benchmark)	School Accountability Progress Targets	ELA: School Wide was 44.8 Mathematics the school wide data was 71.9	Observations: • This school's academic performance significantly lags in comparison to schools across the state. Additionally, its academic performance is high when compared to its peers. It is worth noting that the district adopted text Reading Wonders does not have a pacing guide and thus the model curriculum results have been compromised as the alignment is not congruent. • This school outperforms 19% of schools statewide as noted by its statewide percentile and 67% of schools educating students with similar demographic characteristics.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	• Afro American Target ELA-35.3 Math – 48.5 • Students with Disabilities Target ELA: 16.6 and Mathematics Target 19.2 • ED Target: ELA 46.7 Math 58.7	School Accountability Progress Targets	• African-American: ELA - 35.9 Math – 71.8 • Students with disabilities: ELA- 33.2 Math 35.4 • ED Target: ELA 44.1 Math- 72.6	Observations: Students with Disabilities: (Target was 13.0 we garnered results of 27%. Trends: Afro American students and SWD continues to be the lowest performing subgroups. Over the past three years, Connors has made consistent growth in all areas. Teachers unpackaged the standards and taught to those. The principal monitored via walk throughs, observations, and lesson plan critiques. Emerging Question: • How can we ensure that all subgroups continue to hit proficiency levels and in particular performance targets?
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	• Identify overall rate • Identify patterns by grade/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)	edConnect; Data management system	As of Cycle 3, ELA Benchmark Participation Rate (Total Population 98%) Kindergarten 100%, 1st 100%, 2nd 100%, 3rd 100%, 4th 100%, 5th 96%, and 6th 100%. Special Education 100%, and African American Students 100%. Mathematics Benchmark Participation Rate (Total Polulation 99%) Kindergarten 100%, 1st 98%, 2nd 100%, 3rd 100%, 4th 100%, 5th 96%, and 6th 100%. Special Education 100% and	All participation rates (with the exception of African American students) are in alignment with the 95% as indicated and mandated for NJASK testing. We will continue to work towards 100% participation for all students, including our subgroups. We make a special effort for all of our students (especially our chronically absent students) be on site for testing. Through the principal's usage of Black Board Connect as well as Face Book and Twitter as a means of reminding our parent partners. Emerging Question: What can we do to maintain our 95% participation rate for all grade levels; especially grade five?
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	• Identify patterns by grade/subject/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify change over time • Identify patterns by chronic absenteeism	edConnect; Data management system	Benchmark Unit 3 ELA/Math Results All Students: EOC 3 ELA Math % Part % Pass % Part % Pass 100% 78% 100% 91% Kindergarten 100% 76% 100% 74% 1st 100% 73% 100% 80%2nd 100% 63% 100% 70%3rd 100% 68% 100% 70%4th 100% 72% 100% 60%5th	All performance levels improved for the most part from Cycle one through three. Grade Five is a grade where intense interventions after Cycle Two were put in place from the pulling of students from both the mathematics coach, reading coach, and building principal. Continued review of data to make data driven decisions about instructional next steps.

Emerging Questions: What can we attribute to the inconsistent ELA results in grade 3 and grades one and five in math? Are there issues with the current curriculum? |

Data Review & Analysis   6

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: . What does this metric tell you?   . What other forms of data would you like to review?

What questions arise from these data?   . What trends emerge?   . What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	• Identify overall rate • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism	Title I Accountability Data System	NJASK All Students: Grade & # of Students ELA Math Science Grade 3 - #21 66.7% 81% XX Grade 4 - #31 19.4% 44% 66.7 Grade 5 - #40 27.5% 45% XX Grade 6 - #43 18.6% 41.9% XX Grade 7 - #35 31.4% 20% XX ELAGrade# of Students 2009 2010 2011 2012 2013 1yr +/- Grade 3 34.1% 34.8% 48.6% 48% 66.7% 18.7%	Looking at the following areas in ELA: School Wide and Economically Disadvantaged Students (encompassing the subgroups); due to the chronically absenteeism factor; this may have contributed to the confidence interval being applied rather than meeting the progress targeted without the interval being applied. Emerging Question: How can we fix the chronic absenteeism issue in order to ensure more time on task for our students at the school site.
GP	Student growth on state assessments (2013-2014) grades 4-8	• Identify overall schoolwide growth performance by content • Identify interaction between student proficiency level on the NJ ASK and student growth scores	School Performance Reports	ENGLISH LANGUAGE ARTS% Grade # of Students 2010 2011 2012 2013 2014 1yr +/- Grade 3 34.8% 48.6% 48% 66.7% 68% 1.3% Grade 4 35.5% 8.3% 28% 19.4% 40% -26.7% Grade 5 16.3% 20% 17% 27.5% 37% 17.6% Grade 6 44.5% 26.3% 21% 18.6% 49 21.5% Grade 7 68.9% 42.4% 5% 31.4% N/A N/A MATH%	Thomas G. Connors Elementary School NJASK Score 2010-2014 Comparison 2013 NJASK DATA In the Quest to become a new jersey reward school 8 areas declined in 2011-2012 (from 2011-2012) prior to focus school status 4 areas declined in 2012-2013 (from 2012-2013) year one of focus school status 2 areas declined in 2013-2014 (From 2013-2014) year two of focus school status (Student Movement Formula)
CCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	• Identify overall rate • Identify patterns by grade level	AMAO Data Report	N/A	At current, we do not have any ELL students at Connors Elementary.
nvironmental					
nrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Enrollment as of April 1, 2015 (236 students) African-American Students: 84 Students Hispanic Students 152 and Students with Disabilities 18 in the identified Testing Grades 3-6. Grade K (2 classes) 37 students, Grade One (2 Classes) 34 students, Grade Two (3 Classes) 50 Students, Grade Three (2 Classes) 21 Students, Grade Four (2 Classes) 25 Students, Grade Five (2 Classes) 26 Students, Grade Six (2 Classes) 27 Students. Self Contained Special Education Grade 6 8 Students. Total Enrollment 236.	Observations • Enrollment in grades 2, 4, 5,,& 6 has increased between 2011-12 to 2013-14 • Enrollment in grade one has doubled between 2011-12 to 2013-14 • 87.9% if enrolled students are economically disadvantaged • 11% of students are SWD. Emerging Questions How has the enrollment of SWD students changed over the years? How have the demographics changed over time?

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:
. What does this metric tell you?   *. What other forms of data would you like to review?*

What questions arise from these data?   *. What trends emerge?*   *. What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance rate (Student)	The average daily attendance for students in your building	• Identify overall rate • Identify patterns by grade • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic absenteeism • Identify interventions	District SIS	Attendance Rate must be at 92%. To that end, as of March 2015 the attendance rate; the total school population percentage is at 96%. Students with Disabilities is at 97% and African-American Students is at 94%. Chronic Absenteeism: As of March 2015 is at a total of 13.4%. Students Total Membership Days Total Days Present Monthly Attendance Sept. 2013 268 17 16 94% 30 16.2 16 99% 79 16.9 16 95% Oct. 260 22.4 21 94% 30 22.7 22 97% 79 22 21 95% Nov. 261 18 17 94% 30 18 17 94% 79 18 17 94% Dec. 257 16 15 94% 30 15.2 15 99% 79 16.2 15 93% Jan. 2014 257 20 19 95% 30 20.1 19 95% 79 20.2 19 94% Feb. 261 18 17 94% 30 18.1 17 94% 82 18.2 17 93% March 260 21.5 21 98% 30 21.5 21 98% 82 22 21 95% April 260 22 21 95% 30 22 21 95% 82 22 21 95% May 0 0 0 #DIV/0! 0 0 0 #DIV/0! #DIV/0! June 2014 0 0 0 #DIV/0! 0 0 0 #DIV/0! #DIV/0! Totals 2084 154.9 147 120 72.1 70 641 155.5 147 YTD Attendance Rate 95% 97% 95%	• The late arrivals were an issue due to the store; however the administration sent out letters to parents as well as via Face Book and Twitter to limit the issue as well as Black Board Connect. Data reveals that when their is flooding in the community; our attendance rate is affected greatly. • The principal went to the store owners and were able to have them agree that no items would be sold after 8:10 AM. • Additionally, Global Connect contacts the homes of students who arrive late in the effort of the parents knowing the late arrival or absent status of their respective child. Student Attendance (YTD) Emerging Questions: Why is the chronically absenteeism rate continuing to raise yearly? How can the school continue to support the effort of students reporting to school on a daily basis?

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What does this metric tell you?
. What other forms of data would you like to review?
What questions arise from these data?
. What trends emerge?
. What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance (Staff)	The average daily attendance for staff	• Identify overall rate • Identify patterns by grade /department • Identify chronic absenteeism • Identify reasons for absenteeism	Personnel system; Professional development schedule	Teacher Attendance 97% Total Population: Students with Disabilities: 98% (One Teacher in the ELA Content Area has never been absent) African-American Sub Group 97% Attendance Rate. Teacher Attendance (YTD) Total Population SWD Teachers Teacher Group 2 # Days Available # of Teachers # Days Present Monthly Attendance # Days Available # of Teachers # Days Present Monthly Attendance # Days Available # of Teachers # Days Present Monthly Attendance Sep. 2013 18 32 557 97% 18 7 126 100% 18 32 557 97% Oct. 22 32 692 98% 22 7 152 99% 22 32 692 98% Nov. 17 32 537 99% 17 7 119 100% 17 32 537 99% Dec. 15 32 465 97% 15 7 102 97% 15 32 465 97% Jan. 2014 19 32 565 93% 19 7 129 97% 19 32 565 93% Feb. 17 32 525 97% 17 7 114 96% 17 32 525 97% March 21 32 650 97% 21 7 138 94% 21 32 650 97% April 19 32 568 93% 19 7 129 97% 19 32 568 93% REGION Faculty Attendance Rate September 2014 98% October 2014 96%	Be advised that as of present we had one teacher in grade one on Sick Leave (Since January 1, 2014), New Teacher arrived on February 10, 2014. A substitute was assigned to this classroom for over a month. Another teacher went out on FMLA (Maternity Leave effective March 31, 2014) The new teacher did not arrive until May 1, 2014 (A substitute covered that class as well.) Emerging Questions: What strategies can we continue to implement in order to ensure that our teachers and support staff report to school daily?
Discipline	The number of suspensions, expulsions, and incident reports	• Identify overall rate • Identify types of incidents • Identify patterns by grade • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic offenders	District SIS; School behavior management reports	Suspensions are as follows: OSS - All Sept 1 Oct 4 Nov 3 Dec 3 Jan 6 Feb 3 March 6 To date, these are in regards to disrespectful behavior and two suspensions were a result of one physical action.	The continued work of the Positive Behavioral Supports in Schools Initiative lends its way to the decline of student behavioral referrals as well as suspensions. Currently, we do not have In-School Suspension. Students return with a better outlook; parent conferences are conducted in the effort of ensuring that the issue will not arise again. The visability of the CST, School Social Worker, and Administration have assisted with the decline of student incidences.Our 2015-2016 SIP will include a SMART Goal for PBSIS as it has proven successful. Emerging Questions: How can we continue to ensure that students are engaged within instruction in that suspension rates stay below 5%? What strategies can we use to limit the disrespectful behavior trends in the building?

Data Review & Analysis 6

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.
Think through the following questions in completing the data analysis: . What does this metric tell you? . What other forms of data would you like to review?
What questions arise from these data?   . *What trends emerge?*   . *What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	•Identify overall projected graduation rate • Identify students who have dropped out • Identify students with credit deficiencies • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify interventions	NJ SMART, District SIS	N/A	N/A
Culture and Climate Survey	Results from survey(s)	•Identify staff satisfaction • Identify perception of environment • Identify perception of support • Identify perception of students behavior • Identify perception of adult culture	NJSCS reports; PBSIS; Other survey tools	Staff Satisfaction: Emotional Environment: 73.0 Teaching and Learning: 91.0, Relationships: 95.0 Morale in the School Community: 97.0, and Community Engagement: 82.0	Observations: The continued work of the PTO will assist with the community engagement piece. This year, we have continued having our parents work with the Parenting Coach contracted to work with parents and teachers to learn how to bridge the gap to assist with connecting with one another. We are the only Focus School in the Hoboken Public Schools, the staff members work extremely hard on assignments et al. They have an issue with the"work load" as Connors has many different lenses to look out from. Strengths: Safe and Orderly Environment and Student Interactions with Teachers. Challenges: Students making fun of others (and items not being addressed by teachers.) Teachers are still concerned about parental environment though it has improved in recent years. Emerging Questions: • How can administration improve staff perceptions pertaining to the emotional environment?
Instruction					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	• Identify observation ratings across school • Identify observation ratings by grade/subject/subgroup • Identify areas for feedback and professional development • Identify instructional trends • Percentage of teachers on CAP during 2014-2015	School-level evaluation reports	Highly Effective Teachers-10% or 3 teachers Effective Teachers-70% or 22 teachers Partially Effective Teachers 19% or 6 teachers (Two partially effective teachers and two ineffective teachers were either let go or decided to retire at the end of SY 13-14). This year 2 teachers or 10.33% were put on Corrective Action Plan for performance reasons. 1 of the 2 teachers were let go (non-renewed as of May 8, 2015 due to performance related issues.)	Instructional Trends • Data gathered during checks for understanding was not always used to modify instruction • Most questions observed in classrooms were on the low cognitive level, only requiring students to recall facts and understand information. • Also, the implementation of Student Choice Centers as well as the establishment of using Bloom's Taxonomy as a working tool for student achievement. • In most classrooms visited, teachers didn't provide opportunities for reflection and closure on the lessons for students to consolidate their understanding. • Some classrooms visited, didn't provide opportunites for students to explain their thinking as part of completing assigned tasks. •Instructional supports such as coaching and demonstration lessons are utilized and based on student data, classroom observations and walkthroughs. • Professional development is designed and linked to teacher school wide goals.er observations, formative assessment results. Emerging Questions: What resources/support do Partially Effective teachers need to ensure that they become effective on their next evaluation? • How can we assist effective teachers to reach the Highly Effective status?

Data Review & Analysis   6

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.
Think through the following questions in completing the data analysis:
. What questions arise from these data?   . What trends emerge?   . What is the impact on achievement?   . What does this metric tell you?   . What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					

Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Principal's PARCC Program	ELA and Mathematics	Reflection Sheets, Cycle Review Benchmark Data Improvements, Improvements on the Star Renaissance Assessment. Increased scores on the IXL.com mathematics	Yes	PARCC PBA and EOY SY 14-15, Model Curriculum Assessment Results	Strengths: Curriculum was aligned to common core state standards. Teachers had a pacing chart along with activities to follow weekly. Challenge: Parents would attempt to pick up students early.
Math in Focus	Math	End of Unit Assessments and Benchmark Assessments for Cycle Review	Yes	Proficiency on the Model Curriculum Assessments and Success on the PARCC PBA and EOY.	Challenge: Teachers reported that some of the curriculum was too aggressive for the learners in our classrooms though intervention books were given; also, scope and sequence provided by the district was not in alignment to pacing on model curriculum and Math in Focus. Strengths: Students have garnered success on the model curriculum assessment as evident through data review quarterly.
Reading Wonders	ELA	Improvements on DRA-2 Fall-Spring Comparison, Star Renaissance Assessment	Yes	Proficiency on the Model Curriculum Assessments and Success on the PARCC PBA and EOY. Also students moving levels on the DRA-2 as indicated via data trends via SGO's.	Challenge: Implementation of Small Group Instruction school wide (Teacher creation of tangible centers that are based upon data results that will impact student achievement.) Strength: Utilization of the balanced literacy approach.
DRA-2	ELA	Fall and Spring Analysis	Yes	Students moved at least one level on the DRA-2 Assessment from the Fall to Spring (The minimum was one DRA-2 level.) All students in the school did in fact move. The largest inreases were evident from students who were a part of	Strength: Teachers used results due to intense training to create guiding reading groups to modify and adjust instruction. Challenge: Teacher-Human Error (not a computerized or scantron given assessment.)

Data Review & Analysis   6

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: . What does this metric tell you?   . What other forms of data would you like to review?

. What questions arise from these data?   . What trends emerge?   . What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends

Root Cause Analysis

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Students have difficulty in reading informational text, specifically in the standard of citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. This information is predicated upon the School Wide ELA performance is currently at 44.7; though we met the benchmark with the interval applied.	1) Teachers are not using all forms of data to inform instruction in regards to the creation of individualized centers of interest based on the academic results from the Model Curriculum Assessment, Star Renaissance Assessment, DRA-2, as well as benchmark assessments. 2) Teachers need additional job embedded support for teaching students the skills they need to read and comprehend informational text, and citing strong and throuough textual evidence to support the analysis of what the text says explicitly, as well as drawing inferences from the	1: Provide PD in the implementation and sustainability of differentiation of instruction across learning styles. / 2: Provide job-embedded support by district leadership and instructional coaches to increase reading comprehension strategies in all content areas (also special activity classes.) / 3: Create model classrooms that serve as learning labs for teachers to strengthen the use of data and content pedagogy.	5 - Effective Staffing / 1 - School Leadership / 1 - School Leadership
Math (TP3, TP4)	Students have difficulty with the application of mathematics beyond the conceptual sense. On the NJASK Spring 2014, 71.9% percent of students school wide were proficient in the area of Mathematics, 75.4% of Hispanic students were proficient (highest proficiency group). Economically Disadvantaged proficiency rate was 72.6%. The black students garnered a proficiency rate of 71.8%. There is a 3.6% gap between the highest and lowest performing groups.	1) Providing students with multiple forms of assessment/delivery is a vital piece in the area of mathematics. The teachers are not creative in terms of creating authentic learning practices to engage the learners to ensure that they are able to "think outside of the box." 2) Math instruction is focused on the knowledge level with limited integration of the concepts with real life situations and/or activities that involve multiple learning modalities. 3) The interdisciplinary approach has not been embraced by all learners.	1: Teachers will work collaboratively in developing content and cross content activities applying mathematics, ensuring that pacing of lessons are so that goals are met regardless of academic ability. / 2: Activities should provide for choice to address different student levels, strengths and interest to infuse buy-in. Student work should be posted in every classroom and hallway to support the "gallery walk of fame." / 3: Provide Interdisciplinary Units of Study to show the connection of mathematics to other disciplines.	7 - Effective Use of Time / 2 - School Climate & Culture / 3 - Effective Instruction
Climate & Culture (TP2)	Discipline continues to be a challenge as evidenced by 102 office referrals. This represents an increase from April 2014 to 2015. By May 2015, the goal is to decrease this number by 15%.	1) Teachers are reporting issues that are considered minor in nature and can be handled in the classroom setting. 2) There is a culture in the building where there is a misconception of when an office referral should be filled out; administration must clarify school policy for staff monthly at faculty meetings.	1: Provide teachers with PD on what minor infractions look like and what should be handled by the classroom teacher; clarify school policies and procedures. / 2: Share data on minor and major infractions at faculty meetings on a monthly basis and analyze possible implications of the infractions on the instructional program (i.e. loss of instructional time, impact on / 3: Provide parents with the school vision and mission statement with an emphasis on student learning and behavior expectations. Discuss with them their role in the overall child development (academic, social and	5 - Effective Staffing / 6 - Enabling the Effective Use of Data / 2 - School Climate & Culture
Select From List	Family and Community Engagement (TP8)The school has made strides in terms of the engagement families of our most struggling students as partners working together towards improving outcomes.	Parents have difficulty attending parental workshops as well as academic programs provided by the school due to work schedules as well as lack of familarity with the academic program.	1: Continue the work with the parenting coach in the effort of providing on-going communication with parents and encouraging improved partnerships with parents in our learning community. / 2: Provide parents with academic workshops so they become familiar with the academic structure of the ELA and Mathematics curriculum grades K-6. / 3: Provide parents the opportunity to review data on academic and social trends in the building; giving them the opportunity to make recommendations to improve the climate and culture of the school building.	8 - Family Engagement / 4 - Curriculum, Assessment & Intervention System / 2 - School Climate & Culture

MART Goal 1   8.i

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, students with disabilities and African-American males and females will demonstrate growth in applying comprehension skills and strategies relevant to informational text and citing support from text across content areas as evidenced by a 5% growth on benchmark assessments, comparing 2015 Cycle 4 data to 2016 Cycle 4 Data.
Performance Challenge Being Addressed	Students have difficulty in reading informational text, specifically in the standard of citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. This information is predicated upon the School Wide ELA performance is currently at 44.7; though we met the benchmark with the interval applied.

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: If you do this sort you will need to reorder your step numbers.

Turnaround Principle Addressed

Strategies to Address Challenge	1: Provide PD in the implementation and sustainability of differentiation of instruction across learning styles.	5 - Effective Staffing
	2: Provide job-embedded support by district leadership and instructional coaches to increase reading comprehension strategies in all content areas (also special activity classes.)	1 - School Leadership
	3: Create model classrooms that serve as learning labs for teachers to strengthen the use of data and content pedagogy.	1 - School Leadership
Target population [Focus school subgroups only]	African-American Males and Females and Students with Disabilities	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 24, 2015, 90% of at risk students will be identified and scheduled for appropriate supplemental and intervention programs during the instructional day. After school program will link to the needs based on data generated from pre-tests, DRA-2 Fall Assessment, and Star Renaissance Fall Results.	Pre-Tests in Math and ELA, DRA-2 Fall Assessments, and Star Renaissance Assessment Results	
EOC2	By December 22, 2015, 100% of teachers will review benchmark assessment results and make adjustments to the flexible instructional groups and use of supplemental and intervention materials and strategies as evidenced by lesson plans.	Pre-Tests in Math and ELA, DRA-2 Fall Assessments, Lesson Plans, and Star Renaissance Assessment Results	
EOC3	By February 27, 2016, the leadership team will audit the intervention and supplemental programs to ensure 60% congruence to the curriculum and student individualized plans as evidenced by a focused walk through.	Individualized Student Action Plans, Fall to Spring Data Analysis of the Star Renaissance, Model Curriculum Units 1-3, Walkthroughs, and DRA-2 Analysis.	
EOC4	By April 24, 2015, the leadership team will audit the intervention and supplemental programs to ensure 75% congruence to the curriculum and student individualized plans as evidenced by focused walk throughs.	Individualized Student Action Plans, Fall to Spring Data Analysis of the Star Renaissance, Model Curriculum Units 1-3, and DRA-2 Analysis. Also review of	
EOC5	By June 2016, students with disabilities and African-American males and females will demonstrate growth in applying comprehension skills and strategies relevant to informational text and citing support from text across content areas as evidenced by a 5% growth on benchmark assessments, comparing 2015 Cycle 4 data to 2016 Cycle 4 Data.	End of Unit Assessments, Model Curriculum Results, DRA-2 and Star Renaissance Final Assessments.	

No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
	3	Hiring of new instructional staff to replace those who were either non-renewed or resigned from the district. Demonstration lessons to take place to see if candidates are the right fit for Connors Elementary School. Sign In Sheets for all participants involved in the selection process to be held on file.	5 - Effective Staffing	7/1/2015	7/31/2015	Principal

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2	Teachers will use the Star Renaissance Computerized Assessment to assist in their collaboration to identify key comprehension skills and strategies pertinent to informational text that will be presented to the students with disabilities and African-American students across all content areas.	3 - Effective Instruction	8/25/2015	9/1/2015	Reading Coach
3	Keeping Reading Coach on staff to provide classroom support and professional development to teachers to obtain Smart Goals by June 2016.	3 - Effective Instruction	9/1/2015	6/19/2016	Principal
3	Academic Coach will analyze PARCC cluster results and interim benchmark scores to identify students in need of additional support, in particular with students witn disabilites and African-American students. Information will be shared with all instructional staff.	6 - Enabling the Effective Use of Data	9/3/2015	10/1/2015	Reading Coach
2	School administrators, academic coaches, district supervisors, and outside providers will provide professional development and on-going support to teachers.	3 - Effective Instruction	9/3/2015	4/15/2016	Principal
3	Administrators will conduct periodic walk throughs (formal and informal), review lesson plans, and observe classroom instruction to gather data and determine the effectiveness of daily instruction and interventions.	1 - School Leadership	9/4/2015	6/19/2016	Principal
3	Teachers will implement a re-teach/re-test model to measure student proficiency, focusing primarily on the subgroups of African American Students and Students with Disabilties.	3 - Effective Instruction	9/9/2015	6/19/2016	Principal
1	Teachers will participate in Professional Development focused on increasing comprehension skills and strategies through the development of text dependent questions and citing evidence from text.	3 - Effective Instruction	9/15/2015	3/11/2016	Principal
1	Teachers will collaborate during common planning time to discuss strategies and differentiated activities, including UBD, to be implemented during instructional and/or intervention workshop time(s).	7 - Effective Use of Time	10/1/2015	12/16/2015	Principal
2	Teachers will analyze data to determine which students have mastered the SLO's and which need continued intervention.	2 - School Climate & Culture	10/1/2015	6/19/2016	Principal
3	Leadership team will identify appropriate supplemental and intervention materials to be utilized during the instructional and/or after school intervention program.	4 - Curriculum, Assessment & Intervention System	10/3/2015	6/10/2016	Principal
3	Using the evaluation tool to strengthen pedagogy, Teachers will create an action plan based on their deficiencies. The action plan will be scripted during consultation with the building administration.	3 - Effective Instruction	4/25/2016	5/30/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
3	Retaining the Reading Coach	SUPPORT SERVICES - Personnel Services - Salaries	$ 93,237.00	Federal Title I

MART Goal 1   `8.i`

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9	Employee Benefits FICA, TPAF ($24242.00) = 26% as per OGM for FTE; ($236.00) = 7.65% for Reading & Math coach summer PD work; ($ 88.34) PBSIS Team, ($6395)After School/After Care; and After School/After Care Manager	SUPPORT SERVICES - Personnel Services - Employee Benefits	$	30,961.00	Federal Title I
9	Math and Reading Coaches - support plan development 2 Coaches at $38.49 an hour for 40 hours	SUPPORT SERVICES - Personnel Services - Salaries	$	3,080.00	Federal Title I

RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, Thomas G. Connors Elementary School will continue to implement the Universal Intervention Framework to address student office infractions for disrespectful behavior by a 15% decrease in office referrals and suspensions for African American and SWD, as evidenced by comparing the OCR reports from 2014-
Performance Challenge Being Addressed	Discipline continues to be a challenge as evidenced by 102 office referrals. This represents an increase from April 2014 to 2015. By May 2015, the goal is to decrease this number by 15%.

Do not base goals on data that will be available after June 30, 2016.

Turnaround Principle Addressed

Strategies to Address Challenge	1: Provide teachers with PD on what minor infractions look like and what should be handled by the classroom teacher; clarify school policies and procedures.
	2: Share data on minor and major infractions at faculty meetings on a monthly basis and analyze possible implications of the infractions on the instructional program (i.e. loss of instructional time, impact on student learning outcomes).
	3: Provide parents with the school vision and mission statement with an emphasis on student learning and behavior expections. Discuss with them their role in the overall child development (academic, social and emotional), in partnership with the school and staff, to nurture and support the whole child.
Target population [Focus school subgroups	School Wide (Hispanic, African-American, and Students with Diaabilities)

5 - Effective Staffing

6 - Enabling the Effective Use of Data

2 - School Climate & Culture

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 24, 2015, the implementation of PBSIS Universal Intervention Framework plan for year 3 is rolled out as evidenced by PBSIS logs, calendar and sign in sheets.	• September Office Conduct Referral data is entered into the PBSIS Excel template • In-service for school staff providing an	
EOC2	By December 22, 2015, we will revise the Office Conduct Referral process and implement to ensure that the office referrals are minimized by 10% from the previous school year as measured by Office Referral data entered into the PBSIS reporting form.	• October – November Office Conduct Referral data is entered into the PBSIS Excel Template • Universal Intervention team reviews	
EOC3	By February 27,2016, implement a booster activity to reinforce instruction on the expectations framework as evidenced by 80% of staff participation .	• December-January Office Conduct Referral data is entered into the PBSIS Excel Template • Universal Intervention team reviews	
EOC4	By April 24, 2016, implement a booster activity to reinforce instruction on the expectations framework as evidenced by 90% of staff participation.	• February-March Office Conduct Referral data is entered into the PBSIS Excel Template • Products that demonstrate a booster	
EOC5	By June 2016, Thomas G. Connors Elementary School will continue to implement the Universal Intervention Framework to address student office infractions for disrespectful behavior by a 15% decrease in office referrals and suspensions for African American and SWD, as evidenced by comparing the OCR reports from 2014-2015 to the 2015-16 report.	• April – June Office Conduct Referral data is entered into the PBSIS Excel Template • Universal Intervention team reviews	

No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
	3	Following PBSIS guidelines, develop an instructional event agenda for September 2015 that details the time blocks, staff assignments, and student rotation.	2 - School Climate & Culture	8/19/2015	9/8/2015	Universal Team PBSIS Coach
	3	At least 80% of the Universal Team Intervention Team meets each month (at least 7 times per year) to make decisions and complete planning tasks.	2 - School Climate & Culture	8/19/2015	6/3/2016	Principal

SMART Goal 3 · 8.iii

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2	Identify any professional development needs related to implementation of PBSIS and contact the PBSIS liaison to develop a plan for support.	2 - School Climate & Culture	8/19/2015	6/3/2016	Universal Team PBSIS Coach
1	By the second Friday of each month the updated PBSIS OCR Excel Template is sent to the PBSIS Liaison including SWD and African-American Students.	6 - Enabling the Effective Use of Data	10/1/2015	6/19/2016	Universal Team PBSIS Coach
1	Adhere to the recognition system plan (distribution of tickets, schedule for student drawings) and routinely reflect on the quality of implementation by evaluating the ticket distribution patterns, student response, and fluency use.	6 - Enabling the Effective Use of Data	10/1/2015	12/16/2015	Universal Team PBSIS Coach
2	Provide staff with monthly updates on OCR Data Patterns re: SWD and African American Students.	2 - School Climate & Culture	10/1/2015	6/2/2016	Principal
3	Implement at least on strategy to get feedback on the instructional event from staff.	2 - School Climate & Culture	10/1/2015	6/19/2016	Universal Team PBSIS Coach
2	Conduct a Staff Appreciation day or Week	2 - School Climate & Culture	10/1/2015	6/12/2016	Principal
3	Use at least one strategy to disseminate information to parents about implementation of the framework.	2 - School Climate & Culture	1/8/2016	6/12/2016	Principal
3	Following PBSIS guidelines, develop lesson and activity plans to deliver instruction during the instructional event on the school wide expectations framework.	3 - Effective Instruction	4/25/2016	6/12/2016	Principal
3	Administer Spring 2016 Parent, Staff, and Teacher Surveys targeting parents of SWD and African-American stakeholders.	2 - School Climate & Culture			Universal Team PBSIS Coach
1	At least 80% of the Universal Team completes the Benchmarks of Quality Implementation Rating Tool.	2 - School Climate & Culture			Principal
3	Reflect on membership to the leadership team. Plan September 2015 changes to membership (recruit new members, transition to a new coach etc..)	7 - Effective Use of Time			Universal Team PBSIS Coach
2	Reflect on implementation of the office conduct referral system. Adjust procedures and process to reflect needed changes-Plan for a September 2016 rollout of the revisions	2 - School Climate & Culture			Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
2	PBSIS Incentives - certificates ($55), weekly student prizes (2/grade + quarterly + monthly drawings approx $2,000): frisbees ($255); EOY incentive prize ($200) Connors Cash (colored paper $500); posters pinwheels for quarterly drawings ($760), banners ($1080)	SUPPORT SERVICES - Supplies & Materials	$4,075	State/Local
12	Summer Training for Universal Team 6 Hours at $38.49 per hour (5 team members.)	SUPPORT SERVICES - Personnel Services - Salaries	$ 1,155.00	Federal Title I

SMART Goal 3 · `8.iii`

nter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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MART Goal 2   8.ii

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By the end of June 2016, 80% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2015-2016 SY Walk through Trend Analysis Data.	*Do not base goals on data that will be available after June 30, 2016.*
Performance Challenge Being Addressed	conceptual sense. On the NJASK Spring 2014, 71.9% percent of students school wide were proficient in the area of Mathematics, 75.4% of Hispanic students were proficient (highest proficiency group). Economically	**Turnaround Principle Addressed**

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

Strategies to Address Challenge	1: Teachers will work collaboratively in developing content and cross content activities applying mathematics, ensuring that pacing of lessons are so that goals are met regardless of academic ability.	7 - Effective Use of Time
	2: Activities should provide for choice to address different student levels, strengths and interest to infuse buy-in. Student work should be posted in every classroom and hallway to support the "gallery walk of fame."	2 - School Climate & Culture
	3: Provide Interdisciplinary Units of Study to show the connection of mathematics to other disciplines.	3 - Effective Instruction
Target population *[Focus school subgroups only]*	SWD and African-American Students	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 23, 2015, 10% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2015-2016 SY Walk through Trend Analysis Data.	PARCC scores, baseline assessment results, benchmark assessment results,Rennaissance results, class rosters, at risk list, intervention list	
EOC2	By December 21, 2015, 25% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2015-2016 SY Walk through Trend Analysis Data.	Benchmark assessment results, Intervention lists, intervention materials, class rosters, student attendance records for extended day.	
EOC3	By February 25, 2016, 35% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2015-2016 SY Walk through Trend Analysis Data.	Cycle reviews	
EOC4	By April 25, 2016, 50% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2014-2015 SY Walk through Trend Analysis Data.	Professional Development Calendar	
EOC5	By the end of June 2016, 80% of teachers will be using differentiation of instruction, common vocabulary terms and intervention strategies to assist students with a focus on SWD and African-American students in solving multi-step math problems as measured by 2015-2016 SY Walk through Trend Analysis Data.	End of Year Cycle Review	

Jo.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
	2	Achievement Coaches and Data Coaches will analyze PARCC cluster results and interim benchmark scores to identify students that are African American and SWD in need of additional support, including SWD and ELLs. Information will then be shared with all teachers.	6 - Enabling the Effective Use of Data	9/4/2015	10/1/2015	Math Coach

MART Goal 2   8.ii

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3	Teachers will identify key math terms and concepts to be used throughout the academic year based on CCSS and PARCC practice tests.	3 - Effective Instruction	9/8/2015	10/1/2015	Math Coach
2	Teachers will collaborate during common planning time to discuss strategies and differentiated activities to be implemented during instructional and/or intervention time.	4 - Curriculum, Assessment & Intervention System	9/8/2015	6/9/2016	Math Coach
2	Teachers will routinely review data to modify instruction and to adjust flexible instructional groups, as needed, in order to provide differentiated instruction based on student need.	2 - School Climate & Culture	9/8/2015	4/15/2016	Math Coach
1	School administrators, in-school teacher leaders, instructional coaches, district supervisors, and outside providers will provide professional development and on-going support to teachers in the areas of differentiated instruction, interventions and solving multi-step word problems.	5 - Effective Staffing	9/8/2015	4/14/2016	Principal
2	Teachers will use data to determine which students have mastered skills and which students need continuing intervention.	4 - Curriculum, Assessment & Intervention System	9/8/2015	6/19/2016	Math Coach
2	Teachers will implement a re-teach/re-test model to measure student proficiency particularly those who are African-American and SWD.	3 - Effective Instruction	9/8/2015	4/29/2016	Math Coach
1	Teachers will participate in Professional Development to implement differentiated instruction through UDB. This is a continued practice from S Y 14-15.	3 - Effective Instruction	9/8/2015	3/23/2016	Math Coach
1	Leadership team will identify appropriate supplemental and intervention materials to be utilized during both the instructional and extended day programs.	1 - School Leadership	9/8/2015	6/19/2016	Math Coach
3	A Problem of the Day initiative will be implemented and utilized throughout the building.	3 - Effective Instruction	9/8/2015	6/19/2016	Math Coach
1	Administrator(s) will perform periodic walkthroughs, review lesson plans weekly, and observe classroom instruction formally and informally to gather data and determine the effectiveness of daily instruction and interventions, with an emphasis on differentiation of instruction.	1 - School Leadership	9/8/2015	6/19/2016	Principal
2	Continue to implement an extended day program to address the needs of students in need of intervention, including SWD and African American students that identify students that are 2 years or more below grade level proficiency.	4 - Curriculum, Assessment & Intervention System	9/24/2015	6/18/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
12	After School Program Instructional Staff Salaries-Salary of $38.49	INSTRUCTION - Personal Services - Salaries	$ 83,600.00	Federal Title I

MART Goal 2

nter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

12	After School Program instructional materials-Rally Books-Unit Price 397.00 for ELA and Mathematics Books 8 Books (4 for ELA and 4 for Mathematics) X135 students = $4287.60 An additional $300.40 for shipping and handing.	INSTRUCTION - Supplies & Materials	$4,588.00	Federal Title I

RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, parental involvement in academic and social programs for parents will increase by 20% as evidenced by tracking parental participation in 2015-2016 and comparing it with participation rates documented for 2014-2015.	*Do not base goals on data that will be available after June 30, 2016.*

Performance Challenge Being Addressed	Family and Community Engagement (TP8)The school has made strides in terms of the engagement families of our most struggling students as partners working together towards improving outcomes.

Turnaround Principle Addressed

Strategies to Address Challenge	1: Continue the work with the parenting coach in the effort of providing on-going communication with parents and encouraging improved partnerships with parents in our learning community.	8 - Family Engagement
	2: Provide parents with academic workshops so they become familiar with the academic structure of the ELA and Mathematics curriculum grades K-6.	4 - Curriculum, Assessment & Intervention System
	3: Provide parents the opportunity to review data on academic and social trends in the building; giving them the opportunity to make recommendations to improve the climate and culture of the school building.	2 - School Climate & Culture
Target population [Focus school subgroups only]	**Parents of SWD and African-Americans**	

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 24, 2015, we will conduct the first parent survey, and meet our 25% parent particpation benchmark as evidence by the survey monkey results.	Agendas, sign in sheets, survey results	
EOC2	By December 2015, parental involvement in academic workshops and social programs for parents will increase by 5% as evidenced by the parental participation database.	Digital Backpack Announcements, Sign In Sheets and Agendas, Parent Participation Database, School District Website Reminders as well as blasts on Face Book	
EOC3	By February 2016, parental involvement in academic workshops and social programs for parents will increase by 10% as evidenced by the parental participation database.	Sign In Sheets, Agendas, Photo Evidence, Parent Participation Database	
EOC4	By April 2016, parental involvement in academic workshops and social programs for parents will increase by 15% as evidenced by the parental participation database.	Sign In Sheets, Parent Participation database, Email with Photos from Beth Cohen and Michael Abdullah.	
EOC5	By June 2016, parental involvement in academic and social programs for parents will increase by 20% as evidenced by tracking parental participation in 2015-2016 and comparing it with participation rates documented for 2014-2015.	Survey Results from School and RAC	

No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
	3	Parent Survey Three Times Per Year (Fall, Winter, and Spring) Parents with SWD and African-Americans will be the focus for this survey.	4 - Curriculum, Assessment & Intervention System	9/8/2015	6/19/2016	Universal PBSIS Coach
	1	Programs to Bring Parents into the School Building: Tea/Coffee with the Principal/Vice Principal, Parent Nightly Programs such as Dance with My Guardian, Mother, and/or Father	8 - Family Engagement	9/8/2015	6/19/2016	Principal

SMART Goal 4 `8.iv`

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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No.	Action Step	Category	Start	End	Responsible
1	Parental Workshops (i.e., Communicating with Children, Stress Management, Preparing Students for Success, Educating the Urban Child)	8 - Family Engagement	9/8/2015	4/25/2016	Principal
1	Parent Volunteer Program	8 - Family Engagement	9/8/2015	6/12/2016	Principal
1	Parent Recognition Program at the End of the Year-Oscar Theme	8 - Family Engagement	9/8/2015	9/30/2015	Vice Principal
1	Staff Coaching on working with diverse families and parental involvement	2 - School Climate & Culture	9/8/2015	12/16/2015	Parenting Coach
1	Teachers or Parent Coach will make early and regular personal contact with each student's family via phone, email or text.	2 - School Climate & Culture	9/8/2015	12/16/2015	Teachers
1	The school continuously provides parents of stuggling students with details about in-school and after-school interventions to help students meet benhmark.	8 - Family Engagement	9/8/2015	4/20/2016	Principal
2	The school solicits parental input when making certain decisions by engaging with the PTo, Parent Council or other parent-school organizations.	8 - Family Engagement	9/8/2015	3/11/2016	Parenting Coach
1	The school partners with an external agency that arguments the school's ability to improve student's socioemotional health and academic achievement.	8 - Family Engagement	9/8/2015	3/11/2016	Social Worker
3	Provide Parents the opportunity to review data on student social issues and provide next steps and recommendations to enhance the climate of the school building 4 times per year.	4 - Curriculum, Assessment & Intervention System	10/1/2015	6/12/2016	Math Coach
2	Parent Academic Workshops in ELA and Mathematics linked to the Common Core-4 Per Year with the academic coaches serving as the faciliators.	7 - Effective Use of Time	10/1/2015	5/9/2016	Academic Coaches
3	The school distributes progress reports every 6-8 weeks to families, providing updates of children's academic and behavioral progress (Quarterly).	2 - School Climate & Culture	10/1/2015	6/19/2016	Principal
3	Quarterly the Genesis system will supply report cards to families.	8 - Family Engagement	10/1/2015	6/19/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
6	Parent Outreach Program - 10 parent workshops (1/month) @ $800/workshop	SUPPORT SERVICES - Purchased Professional & Technical Services	$ 8,000.00	Federal Title I
6	Parent Outreach print materials	SUPPORT SERVICES - Supplies & Materials	$ 280.00	Federal Title I

SMART Goal 4   <mark>8.iv</mark>

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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Budget Summary

9

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School		TOTAL
INSTRUCTION							
Personnel Services - Salaries	100-100	$ -	$ 83,600.00	$ -	$ -		$ 83,600.00
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -		$ -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -		$ -
Supplies & Materials	100-600	$ -	$ 4,588.00	$ -	$ -		$ 4,588.00
Other Objects	100-800	$ -	$ -	$ -	$ -		$ -
SUBTOTAL - INSTRUCTION		$ -	$ 88,188.00	$ -	$ -		$ 88,188.00
SUPPORT SERVICES							
Personnel Services - Salaries	200-100	$ -	$ 97,472.00	$ -	$ -		$ 97,472.00
Personnel Services - Employee Benefits	200-200	$ -	$ 30,961.00	$ -	$ -		$ 30,961.00
Purchased Professional & Technical Services	200-300	$ -	$ 8,000.00	$ -	$ -		$ 8,000.00
Purchased Property Services	200-400	$ -	$ -	$ -	$ -		$ -
Other Purchased Services	200-500	$ -	$ -	$ -	$ -		$ -
Travel	200-580	$ -	$ -	$ -	$ -		$ -
Supplies & Materials	200-600	$ 4,075.00	$ 280.00	$ -	$ -		$ 4,355.00
Other Objects	200-800	$ -	$ -	$ -	$ -		$ -
Indirect Costs	200-860	$ -	$ -	$ -	$ -		$ -
SUBTOTAL - SUPPORT SERVICES		$ 4,075.00	$ 136,713.00	$ -	$ -		$ 140,788.00
Buildings	400-720	$ -	$ -	$ -	$ -		$ -
Instructional Equipment	400-731	$ -	$ -	$ -	$ -		$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -		$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -		$ -
TOTAL COST		$ 4,075.00	$ 224,901.00	$ -	$ -		$ 228,976.00

SIP Development Confirmation Page

10

Before finalizing your SIP, please make sure that you have addressed the following:
Please insert an "X" in the box for all completed actions.

☐ The School Improvement Plan addresses all eight turnaround principles.

☐ The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.

☐ The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:

    ☐ Literacy

    ☐ Math

    ☐ Climate and Culture

    ☐ [Please insert selected area of focus here]

☐ All of the SMART goals and the interim goals are outcomes-based.

☐ The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.

☐ [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By   [Insert Name Here] _____   Date Completed _____

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	2	3
2 - School Climate & Culture	3	15
3 - Effective Instruction	1	11
4 - Curriculum, Assessment & Intervention System	1	6
5 - Effective Staffing	2	2
6 - Enabling the Effective Use of Data	1	4
7 - Effective Use of Time	1	3
8 - Family Engagement	1	8